**K-5 Math Lesson Plan**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Teacher:** Carter | | | | **Grade:** 1st | | | | **Date(s)**: August 28, 2012 |
| **Unit Title:** Count to 120 | | | | | **Corresponding Unit Task: (**Taught prior to Performance Task 1): Students should be able to rote count and recognize numbers to 100 coming from Kindergarten. | | | |
| **Essential Question(s):** How is our number system organized? | | | | | | | | |
| **Materials/Resources** | | | | | **Essential Vocabulary** | | | |
| **Teacher:**  -Pocket chart, overhead, or smart board  representation of hundred chart  -Additional copies of small hundred charts  -Copies of number lines with digits and  corresponding number names  -Copies of 120 charts  -Recording sheet to take notes when observing groups  and asking questions  -Number cards for students to choose from for math  journal activity (optional)  -Vocabulary Cards (provided by C&I)  Websites**:**  <http://exchange.smarttech.com/search.html?q=%20hundreds%20chart>  This website contains smart board activities for hundred charts as well as number lines | | | **Student:**  -Hundred chart with  missing numbers (see  differentiated strategies)  -Cut apart hundred chart  in baggie (1 for each set  of partners)  -Dry Erase Boards and  markers  -*Betty’s Barn* activity  -Math journals | | | counting on  *\*See vocabulary strategies listed in Unit 1* | | |
| **Learning Experience** | | | | | | | | |
| **8 Mathematical Practices:**  √1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  √3. Construct viable arguments and critique the reasoning of others.  √4. Model with mathematics.  √5. Use appropriate tools strategically.  √6. Attend to precision.  √7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  [**1.NBT.1**](file:///C:\Users\carterc6\AppData\Roaming\Microsoft\Word\1.NBT.1.doc)  Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.  (Correlates to NCSCOS Math Objective 1.01c) | | | | | | | |
| **I Can Statement(s):**   * I can read numbers up to 100. * I can write numbers up to 100. * I can count to 100, starting at any number less than 100. * I can show an amount of objects with a written number. | | | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Gather students where they can all easily see the Hundred Number Chart. As students look at the chart, ask questions such as: *What can you tell me about this chart? Who can show me where 100 is on the chart? What else can you tell be about the chart? How many numbers are in a row?*  After a few minutes of general exploration, start asking students to locate specific numbers on the chart, such as: *Who can find 10? Who can find 20?* This will give you an idea of how familiar your students are with the sequence of written numbers. Do they have a general idea of how to locate specific numbers? Do they count by 1’s to reach 39 or do they just randomly search the chart? (This lesson focuses on the hundreds chart because the base 10 structure will help students attend to number patterns based on tens. It is important to also use a number line to show that all numbers can be written horizontally.) | | | | | | | |
| **Teacher Directed:**  Introduce the game “Missing Numbers.” This involves locating numbers on the hundreds chart. This can be played whole group or as partners. Pull 5 cards from the chart that involve some type of pattern (i.e.: 13, 23, 33, 43, 53) and put them facedown out of sight. Point to an empty slot and ask them to silently think of what number is missing. Ask for someone to tell you the number and ask them “Why do you think it’s \_\_\_?” “Who thought about it a different way?” Continue asking for different strategies for deciding on the number. When all strategies are shared, ask for a volunteer to write the missing number on the board. All the other students will write the number on their response boards and then check/correct as needed. This is a good way to see if students confuse the placement of the digits. Place the card in the slot with a colored plastic piece over it so that the number stands out from the others. (If you are not using a pocket chart, highlight or cover the numbers. Continue this until all the numbers have been placed. Ask students what they notice about the colored numbers as opposed to the black numbers. See if they notice any pattern and what other numbers could be added to this pattern.  Continue this activity for several other sets of numbers. Be sure to include higher-order questions to encourage students to share their strategies. | | | | | | | |
| **Guided Practice:**  Give partners a hundred chart with missing numbers and have students fill in the missing numbers. As partners finish, give them each a baggie with a cut up hundred chart to put together and then have them check their work. Make any corrections necessary. Teacher should walk around room asking questions as needed to determine student understanding.  **Group Management Suggestion:**  Place students in partners by ability levels and use differentiated materials. | | | | | | | |
| **Independent Practice:**  Complete *Betty’s Barn* Activity (Students will be asked to count a given total number of animals and then count the animals Betty *should* have and circle that amount.) | | | | | | | |
| **Closing/Summarizing Strategy:**  Review the different strategies used from the lesson. In student journals, give students a starting number and see if they can write the next 5-10 numbers. | | | | | | | |
| **Differentiation Strategies** | | | | | | | | |
| **Extension** | | **Intervention** | | | | | **Language Development** | |
| * For guided practice activity have only numbers in the tens column showing on 100 chart.entiated materials. have them check their work. Make any corrections * Have students use 120 chart instead of 100 chart. * Have students use counting on to find difference between original animal number and the amount Betty should have. | | * For guided practice activity have 50% - 75% of numbers showing on 100 chart. * Use fewer numbers than 100. * Use number line or hundred chart when completing independent practice activity. | | | | | * For guided practice use fewer numbers than 100. * Have 50% - 75% of numbers showing. * Allow partner to read questions on independent practice activity. * Use number line (with number names and corresponding digits) or hundred chart when completing independent practice activity. | |
| **Assessment(s):**  -Teacher should collect *Betty’s Barn* activity and math journals from each student.  -Reflect upon written notes from teacher observations and questioning (specific student responses-understandings and misconceptions) | | | | | | | | |
| **Teacher Reflection:** (Next steps?)   * What went well? * Student understandings/misconceptions * Specific notes about students’ thinking * What do I need to reteach/review tomorrow or in the future? * New ideas or changes for next time | | | | | | | | |